



# New STC Track: Part 1

Balanced Assessment System

2019 OPI Data and Assessment Conference

Bozeman, MT

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State Assessment Director

# Session Objectives

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- Explain the “New System Test Coordinator Track”.
- What is the Montana Comprehensive Assessment System (MontCAS)?
- What does balanced mean?
- What are the components of a balanced assessment system?
- What are we working towards?



# What is the New STC Track!

- Look for this ⓘ icon
- 8 recorded sessions
- Sessions tailored to you
- Help you navigate the expectations for testing in 2019
- Materials posted on Conference Page and on the [NTC Website](https://sites.google.com/opiconnect.org/ntcacademy/home)

<https://sites.google.com/opiconnect.org/ntcacademy/home>



New Test  
Coordinator  
Academy

Part 1: Understanding Statewide Assessments

# What is MontCAS?



# State Assessment Purpose



- Ensure all students have equitable access to high-quality educational resources and opportunities
- Measure students' true attainment of educational goals.
- Track achievement over time for continuous improvement.
- Inform and provide accurate and timely information.
- Support education information processes at local and state levels.
- Address and close educational gaps.

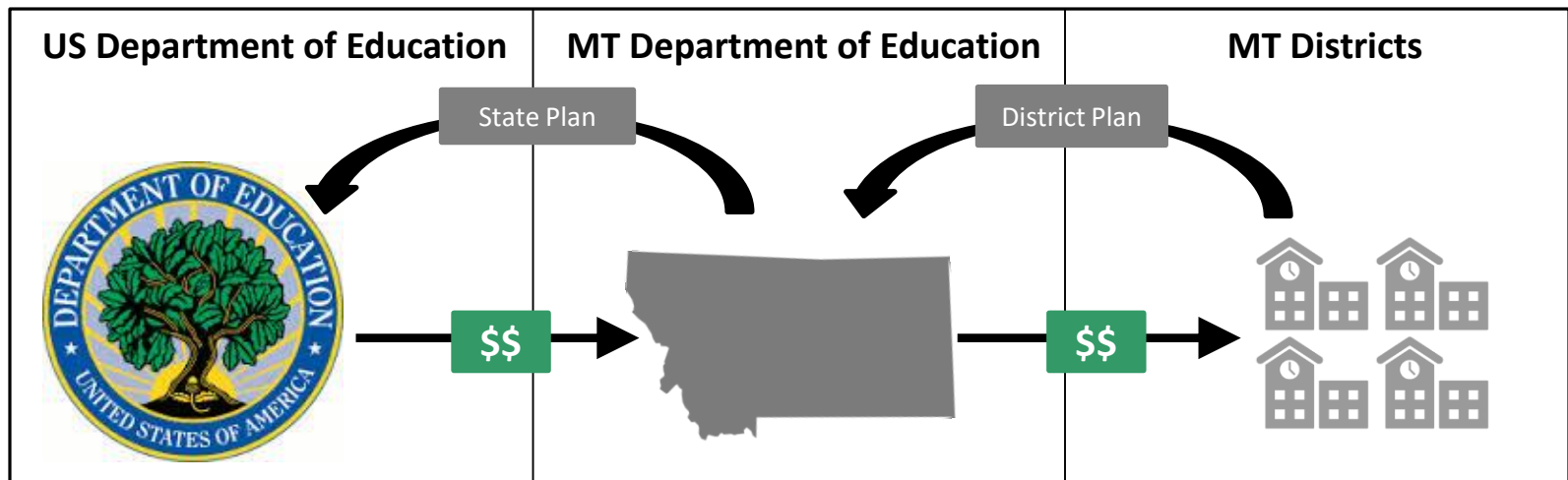
# State and Federal Requirement

## Administration of aligned statewide assessment and reporting is required under:

- Every Student Succeeds Act (or ESSA) in Section 1111
- Administrative Rules for Montana (or ARM) Chapter 55
- Administrative Rules for Montana (or ARM) Chapter 56
- Montana Code Annotated (or MCA) Title 20

## To Receive Title I Funding:

- Each state must submit to the U.S. Department of Education every several years and each district then applies to the state every year.



# State ESSA Requirements

[Access ESSA  
Plan Here](#)



## U.S. SECRETARY OF EDUCATION APPROVES MONTANA'S ESSA PLAN

Friday, January 19, 2018 / Categories: [Office of Public Instruction](#) / Tags: [ESSA](#), [Elsie Arntzen](#), [Dylan Klapmeier](#), [Montana Office of Public Instruction](#), [Montana Education](#), [Betsy DeVos](#)

See Table F for  
details on  
accountability  
measures

FOR IMMEDIATE RELEASE

### U.S. Secretary of Education Approves Montana's ESSA Plan

January 19, 2018

HELENA—U.S. Secretary of Education Betsy DeVos announced today that she has given her approval to Montana's state plan under the federal Every Student Succeeds Act (ESSA). Superintendent Arntzen spoke on the phone with Secretary DeVos this afternoon about Montana's plan.

"I want to recognize all of the Montana parents, educators, and business, tribal, and community leaders who helped create Montana's ESSA plan," Superintendent Arntzen said Friday. "Now that Montana's plan has been approved, I look forward to working with communities to fully implement it and ensure that all Montana students have the opportunity to succeed."

Montana's ESSA plan will:

- Support academic growth in all of Montana's unique student populations
- Engage families and communities in positive academic transitions










# Montana Requirements

- Administrative Rules for Montana (or ARM) Chapter 55 and 56
- Montana Code Annotated (or MCA) Title 20 Chapter 7
- ARM 10.56.101(2) –
- “...primary purpose of assessment is to serve learning. ... includes formative, interim, & summative assessments aligned to state content standards to provide an integrated approach to meeting both classroom learning needs & school & state-level information needs. ... structured to continuously improve teaching & learning & to inform education policy.”

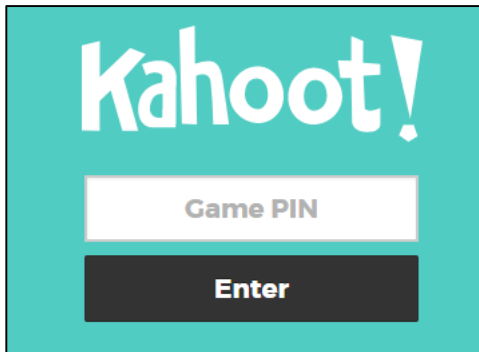
# Suite of Statewide Assessments

## Montana's Six Single Statewide Systems

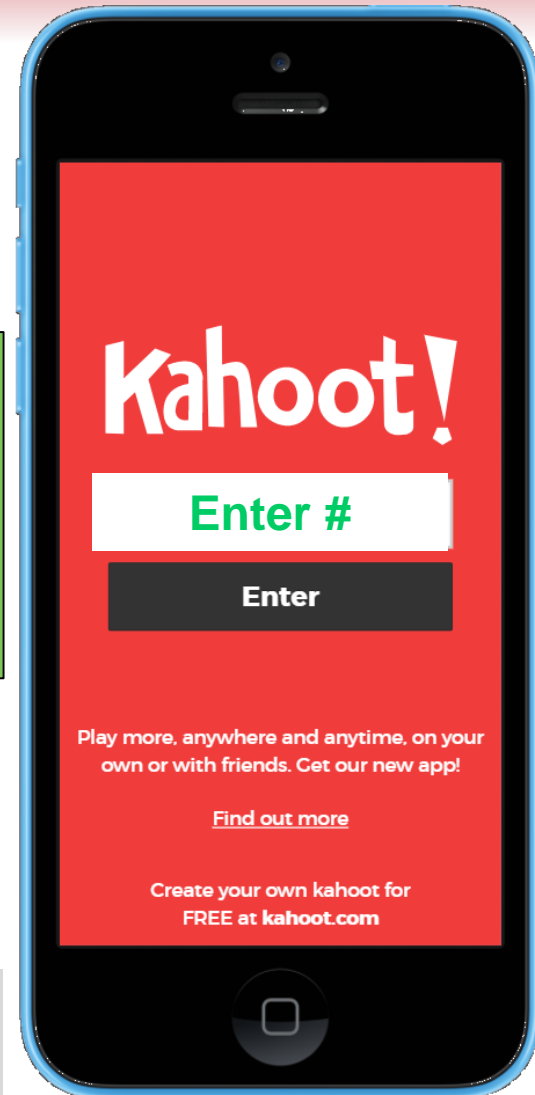
Subject	Elementary (K-5)	Middle (6-8)	High (9-12)	
Math	<div> Smarter Balanced &amp;  Multi-State Alternate Assessment</div>		<div> ACT with Writing  &amp;  MSAA</div>	
Reading/ Language Arts				
Science	<div> CRT-Science &amp; CRT-Science Alternate</div>			
English Language Proficiency	<div> ACCESS for ELLs</div>			

# Let's Warm Up

1. Type kahoot.it in your browser.
2. Enter # on screen.



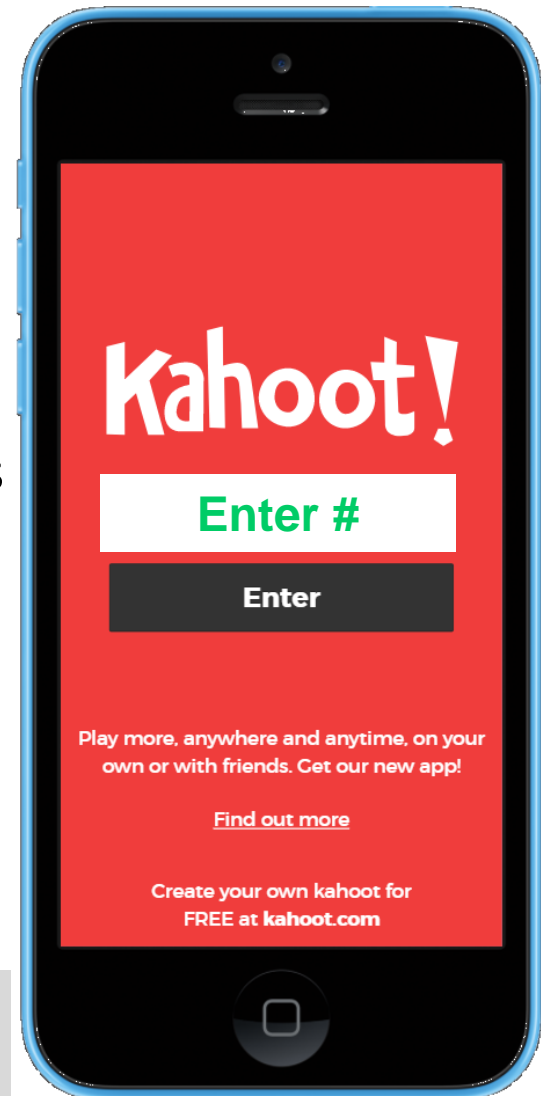
3. Get ready to play!





# Overview of MontCAS

- Is this the full set of required statewide summative assessments in Montana?
- What year did Montana adopt the challenging academic Montana Content Standards (MCS) for Math and ELA (college- and career-readiness standard)?
- What year were these MCS Math and ELA standards implemented?
- What year did Montana adopt the challenging academic Montana Content Standards (MCS) for Science (college- and career-readiness standard)?
- What year were these MCS Science implemented?



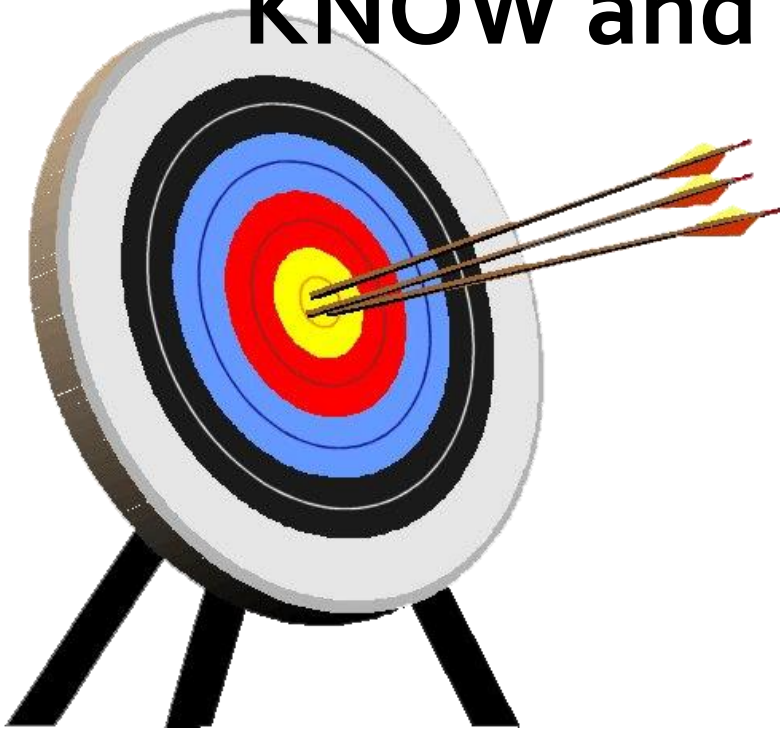
Kahoot.it!  
[www.kahoot.it](http://www.kahoot.it)

# What is Balanced?



# What are Standards?

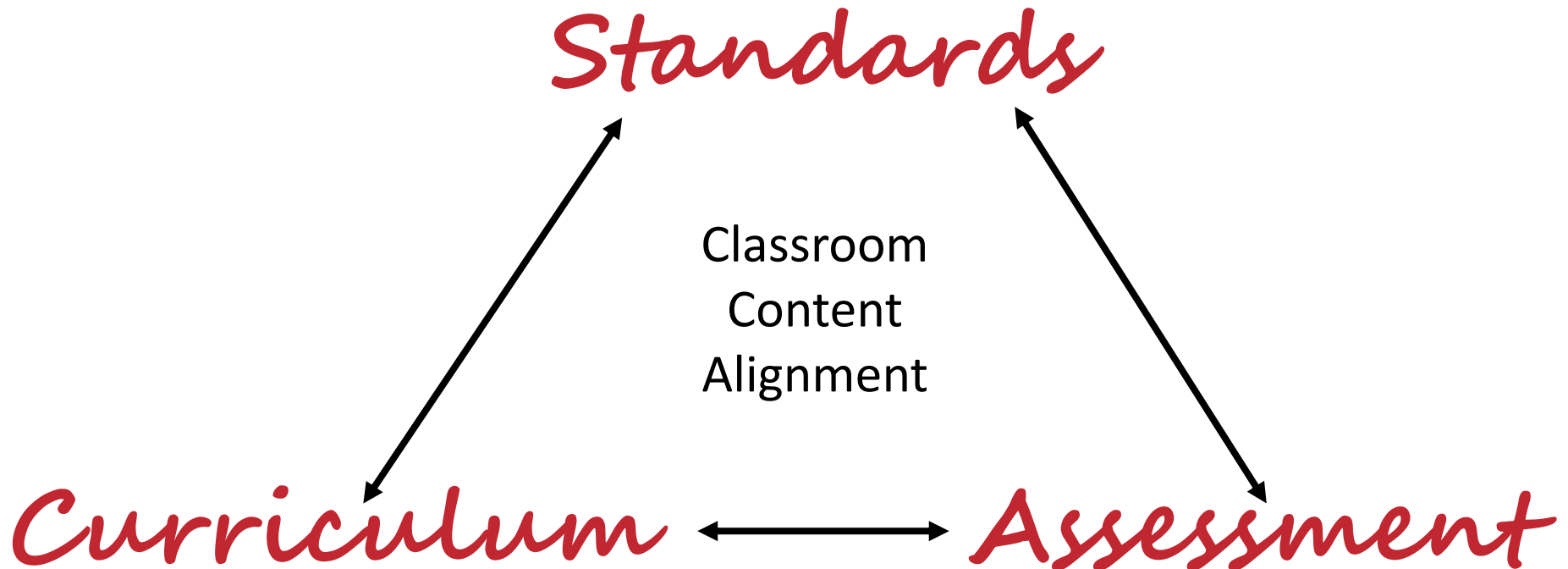
**They are what students should  
KNOW and be able to DO.**



# Alignment

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The degree to which expectations and assessments are in agreement and serve in conjunction with one another to guide the system toward students learning what is expected.



# Balanced Assessment System

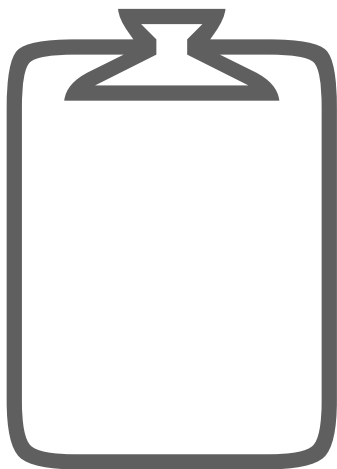
- What is a “balanced assessment system”?
- Why have a “balanced assessment system”?



# Principles for Fewer and Smarter Assessments

## Guidelines in the Testing Action Plan:

### Assessment Inventory Resource



# Why should you assess?

**Classroom assessment is among an instructor's most essential educational tools.**

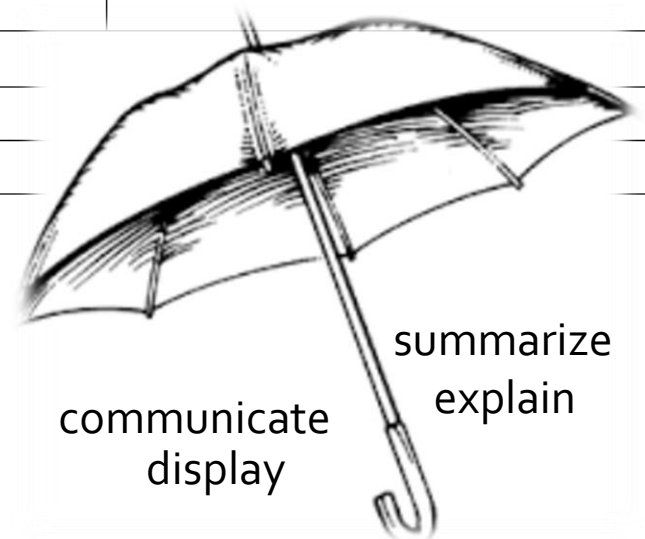
When properly developed and interpreted, assessments can help teachers better understand what their students are learning. By providing the means to gather evidence about what students know and can do, classroom assessment can help inform instruction.

- **Identify students' strengths and weaknesses**
- **Monitor student learning and progress**
- **Plan and conduct instruction**
- **Monitor teaching strategies and effectiveness**
- **Inform parents about their child's performance**

# What to Measure?

- Objectives/Learning Goals or Targets – a.k.a. standards.
- Student actions are ways for a teacher to elicit evidence of student learning.
- Ways of collecting information.

Lesson Title:					
Grade Level:					
Length of Lesson:					
Lesson Summary:					
Prerequisite/Background Knowledge:					
Lesson Objectives:			<ul style="list-style-type: none"> <li>Students will</li> <li>Students will</li> <li>Students will</li> </ul> <div>1</div>		
Teacher Actions			Student Actions		
Activity Outline			Learning Targets		
Time	Learning Activity	Formative Assessment	<table border="1"> <tr> <td> <b>Students will know...</b> <ul style="list-style-type: none"> <li>understand ...</li> <li>understand ...</li> </ul> </td> <td> <b>Students will be able to do...</b> <ul style="list-style-type: none"> <li>apply ...</li> <li>calculate ...</li> </ul> </td> </tr> </table> <div>2</div>	<b>Students will know...</b> <ul style="list-style-type: none"> <li>understand ...</li> <li>understand ...</li> </ul>	<b>Students will be able to do...</b> <ul style="list-style-type: none"> <li>apply ...</li> <li>calculate ...</li> </ul>
<b>Students will know...</b> <ul style="list-style-type: none"> <li>understand ...</li> <li>understand ...</li> </ul>	<b>Students will be able to do...</b> <ul style="list-style-type: none"> <li>apply ...</li> <li>calculate ...</li> </ul>				
10 mins					
10 mins					
30 mins					
Homework					
Evidence of Learning			<div>3</div>		
Materials/resources Needed					
Vocabulary					



# MCS

# Set a Goal

## Statistics and Probability

### Grade 6

#### Develop understanding of statistical variability.

- 6.SP.1: Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.*
- 6.SP.2: Understand that a set of data collected (including Montana American Indian demographic data) to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
- 6.SP.3: Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

#### Summarize and describe distributions.

- 6.SP.4: Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
- 6.SP.5: Summarize numerical data sets in relation to their context, such as by:
- Reporting the number of observations.
  - Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
  - Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
  - Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

	FIT	CODE	EVIDENCE	COMMENTS
GRADE/CONCEPTUAL CATEGORY	3 2 1 0			
DOMAIN	3 2 1 0			
CLUSTER	3 2 1 0			
STANDARD	3 2 1 0			
SUB-STANDARD	3 2 1 0			
PRACTICES	3 2 1 0			
STUDENT ACTION	3 2 1 0			
RIGOR X - DOK	3 2 1 0			
RIGOR Y - RBT	3 2 1 0			

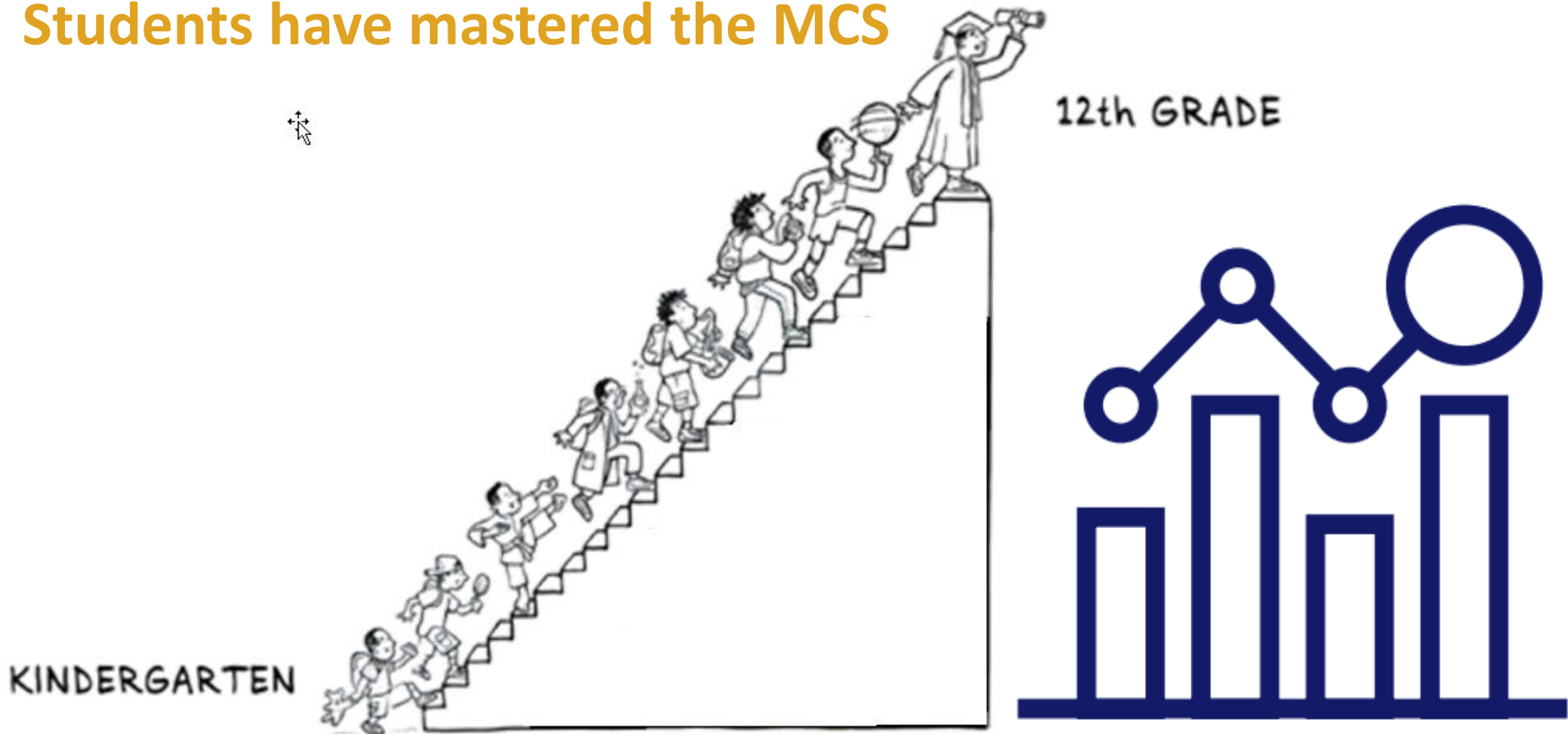
# What are our Claims?



# Assessment System Claims

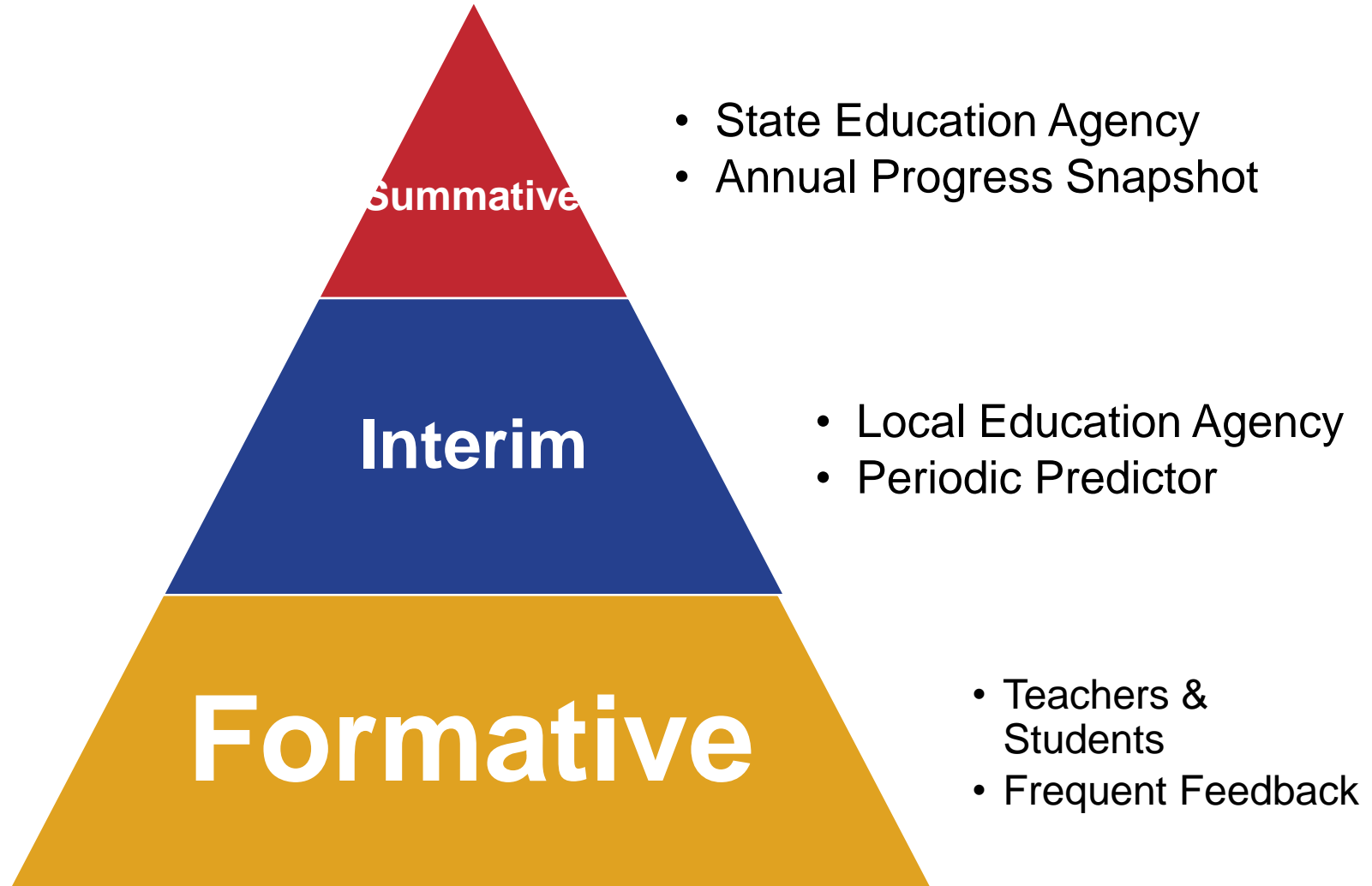
- **Student Outcomes**

**Students have mastered the MCS**



# **Explore the System's Components**

# Vision of Assessment System



# Balanced Assessment System

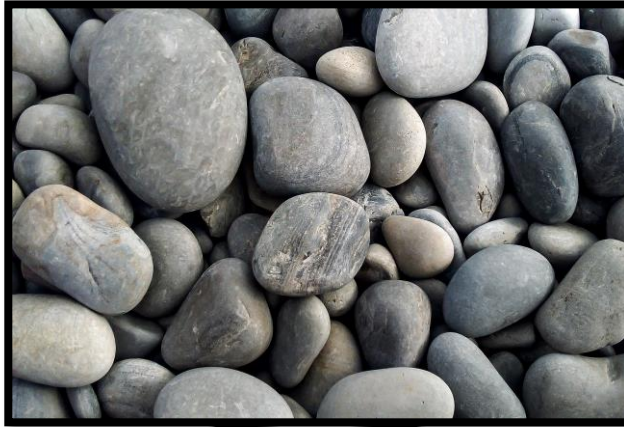
## Summative Assessments

Measure college & career readiness



## Interim Assessments

Flexible for actionable feedback

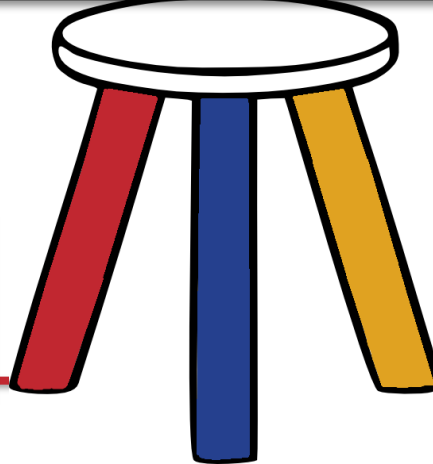


## Formative Assessment Process

Improve instruction & student learning



Teachers & schools have information & tools they need to improve teaching & learning.





# Re-envision Assessments

**Montana  
Content  
Standards  
(MCS)**

for college &  
career  
readiness

**Summative  
Assessments**

Measure college & career readiness

**All students  
leave high  
school  
college &  
career ready**



**Teachers & schools have  
information & tools they need to  
improve teaching & learning.**

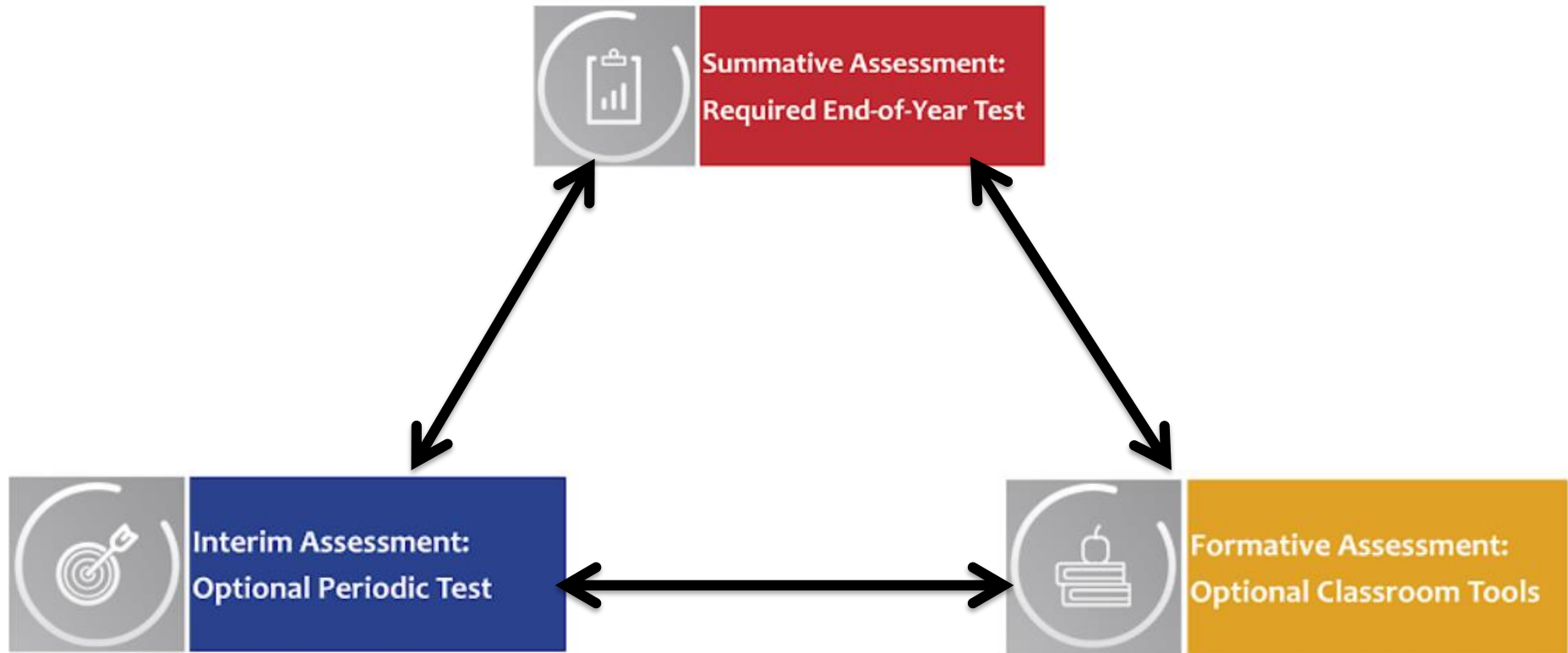
**Interim  
Assessments**

Flexible for actionable  
feedback

**Formative  
Assessment Process**

Improve instruction & student  
learning

# The Balanced Paradigm





# Summative Assessments

Summative assessment is an evaluation tool that is used by states, districts/schools, administrators, educators, and parents to track progress toward education goals based on grade and content standards. Summative assessments describe student achievement, examine student improvement, address achievement gaps and student equity, and inform programs, policy, and statewide accountability systems.

- **Purpose:** Help the state and schools monitor achievement over time in relation to the state goals and content standards.
- **What:** State required year-end assessments for accountability.
- **When:** Annual | End-of-Year Test.
- **Required:** Yes
- **Data Consumers:** Used by states, districts/schools, administrators, educators, parents, and students.
- **Format:** Administered in school by schools via paper or computers for math, science, and language arts.
- **Examples:** ACCESS (or WIDA), ACT with Writing, CRT-Science and Alternate, MSAA, NAEP, and SBAC.



# Interim Assessments

Interim assessment is a benchmarking tool that is used strategically by schools, administrators, educators, parents, and students periodically throughout the school year to measure student grade/subject proficiency of the Montana Content Standards, to predict future performance on summative assessments, and to provide feedback to teachers to inform classroom instruction.

- **Purpose:** Help schools and teachers monitor student progress toward learning the standards. Measures student grade/subject proficiency of the Montana Content Standards
- **What:** Optional periodic predictive assessments.
- **When:** Periodic | Given multi-times a year.
- **Required:** Optional
- **Format:** Free, flexible, and content-aligned tests given by the district/school periodically throughout the year.
- **Examples:** Smarter IABs or ICAs, MAPs, STAR, etc.

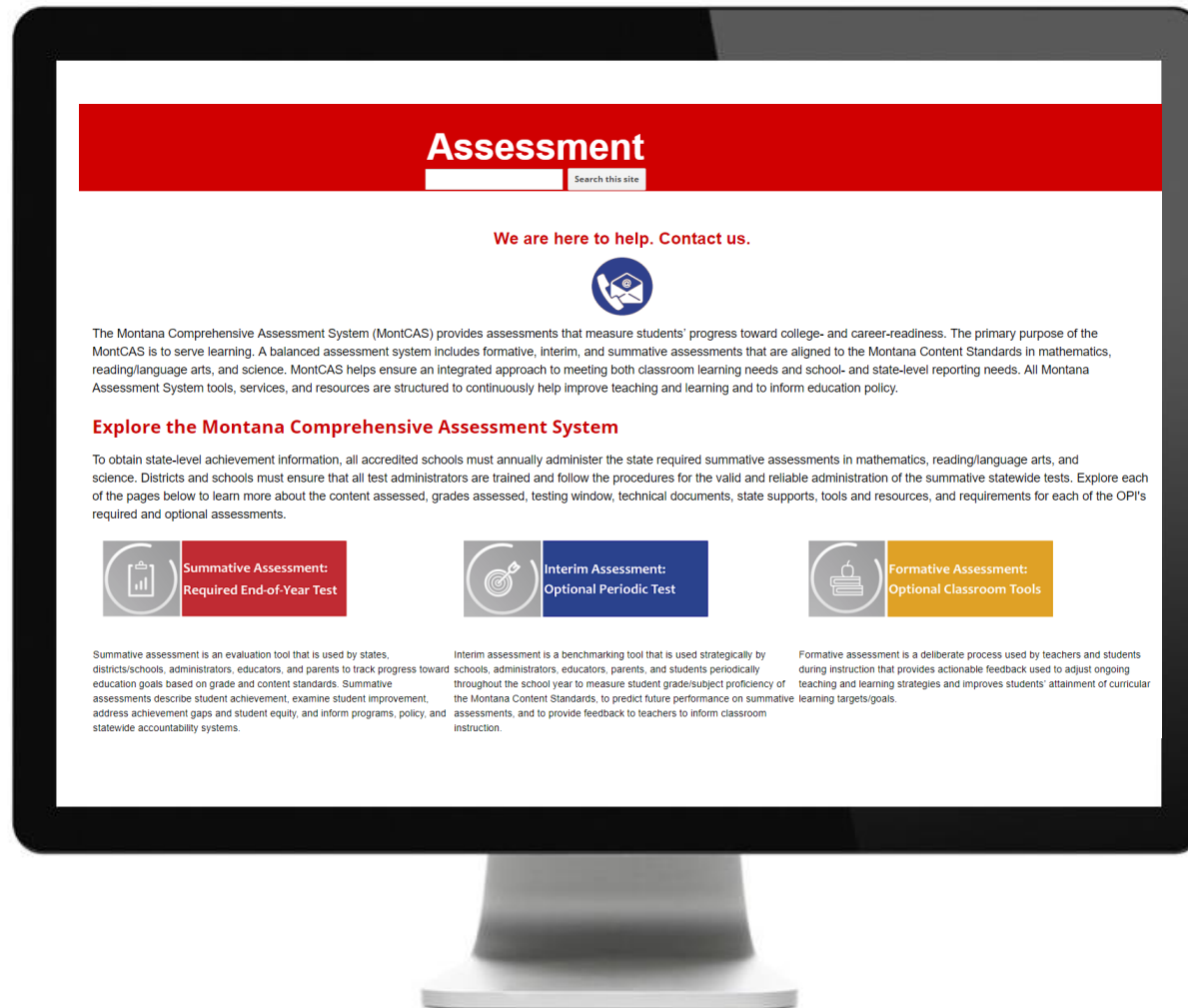


# Formative Assessments

Formative assessment is a deliberate process used by teachers and students during instruction that provides actionable feedback used to adjust ongoing teaching and learning strategies and improves students' attainment of curricular learning targets/goals.

- **Purpose:** Help teachers adjust instruction to meet the learning needs and gaps of students.
- **What:** Optional classroom and instructional tools.
- **When:** Frequent | As often as daily.
- **Required:** Optional
- **Format:** Paper or online. Deliberate process used by teachers and students during instruction
- **Examples:** Digital Library has collections of thousands of educator-created strategies and resources to provide free and flexible tools for classroom use.

# Demonstration of Site



# Questions?

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# References

- Gong, B (2010). Using Balanced Assessments Systems to Improve Student Learning and School Capacity: An Introduction.
- Regier, N. (2012). Focus On Student Learning - Instructional Strategies Series. Book Two: 60 Formative Assessment Strategies.
- Bekiri, J. and Marsman, A. (2014). What and Why of Balanced Assessment Systems. Department of Public Instruction Wisconsin.